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INDEX









Page: 1

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LIBRARY OF CONGRESS  0 021 174 721 3	835B	18	LA551-LA692
LIBRARY OF CONGRESS  0 021 174 722 5	836 <i>836A-B next pg.</i>	60	LA721-LA721.81
LIBRARY OF CONGRESS  0 021 174 725 0	837	42	LA505.D6Z9-LA721.82
LIBRARY OF CONGRESS  0 021 174 726 2	838A	39	LA723 (1895-1938) no. 1-39
LIBRARY OF CONGRESS  0 021 174 727 4	838B	14	LA723-LA 831.8
LIBRARY OF CONGRESS  0 021 174 728 6	839	33	LA728 (1921-1952) no. 1-33
LIBRARY OF CONGRESS  0 021 174 729 8	840	29	no. 29 in oversize box LA729-LA729.D4

X Collection

INDEX

Page: 2

Barcode Number	Box Number	Total of Volumes	Call Number
LIBRARY OF CONGRESS  0 021 174 730 4	841	39	no. 21, 27 in overage box LA732-LA797.7 .G75
LIBRARY OF CONGRESS  0 021 174 731 6	842	28	LA831.8-LA2122 no. 7 in overage box
LIBRARY OF CONGRESS  0 021 174 732 8	843	9	LB41-LB875.K5
LIBRARY OF CONGRESS  0 021 174 733 A	844	9	L791.M5-LB1025
LIBRARY OF CONGRESS  0 021 174 734 1	845	12	LB1043-LB1043.5.N3
LIBRARY OF CONGRESS  0 021 174 735 3	846	69	LB1044-LB1044.7
LIBRARY OF CONGRESS  0 021 174 723 7	836 A	35	LA721.81 no. 1-35
LIBRARY OF CONGRESS  0 021 174 724 9	836 B	50	LA721.81 no. 1-50

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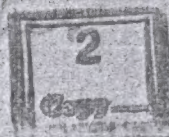
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der Partei-Grundschulen

für das Schuljahr 1930-31

ZENTRAL-VÖLKER-VERLAG DES BUNDES DER SRR
:: ABTEILUNG FÜR DEN UNTEREN WOLGAGAU ::
POKROWSK, ASRR DER WOLGADEUTSCHEN :: 1930

DER OBERSTE RAT
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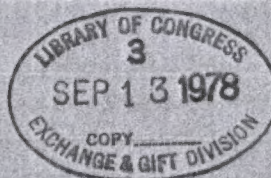
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EDUCATION **in the Soviet Union**



A list of source material
in English with comments
and introductory notes ●

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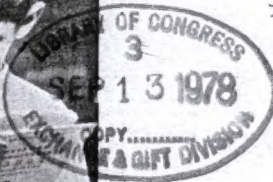
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**Public
Education**
in the **U.S.S.R.**

BY O. L E O N O V A



The Educational System in the Soviet Union

Published by the Crowson Institute of Global Research, Bond Building, Washington, D. C. (U. S. A.)

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Periodical "GLOBAL EDUCATIONAL REVIEW"
Contents are based on official or diplomatic sources.

The aim of the educational system in the USSR is to create the best conditions for the upbringing, education and training of citizens, to afford them all opportunities for all-sided development and to prepare them to become intelligent participants in the upbuilding of socialist society.

Organizational Principles of Public Education
The underlying principle of the organization of public education in the USSR is the right of all citizens to education recorded in Article 121 of the Constitution of the USSR. All requisites guaranteeing every citizen the opportunity to exercise this right have been created. Let us examine briefly these requisites:

1) Full equality of all nations, all peoples of the USSR in the field of education. The Soviet Union has close to 200 different nationalities. All of these nations are equal rights in the field of education. The Soviet Union has created an education system in the USSR. All Soviet people, no matter how numerically small, have the same system of education, the same rights for those graduating from school. Every nationality has its own developing culture, national in form and socialist in content. The children of every nationality are taught their elementary education in their native language. In all non-Russian schools, Russian is taught to the children of the respective nationalities. The children of the Russian people are given the opportunity to study in the languages of the peoples of the USSR. In the elementary schools and higher educational establishments (university) as the students already know the Russian language, instruction is conducted both in the Russian and native languages.

Written languages have been created for many nationalities (for example, the peoples of the Far North) who had no alphabet of their own prior to the Soviet Revolution. For all Soviet nationalities languages have been created for all Soviet nationalities. The Soviet State renders extensive aid in the development of national theaters, literature, music and science. The distinctive features of each people are taken into account in the organization of public education but this does not lead to any restrictions in the field of education for any nationality.

2) Full equality of men and women in the field of education. The Soviet Union has created an education system in the USSR. All Soviet people, no matter how numerically small, have the same system of education, the same rights for those graduating from school. Every nationality has its own developing culture, national in form and socialist in content. The children of every nationality are taught their elementary education in their native language. In all non-Russian schools, Russian is taught to the children of the respective nationalities. The children of the Russian people are given the opportunity to study in the languages of the peoples of the USSR. In the elementary schools and higher educational establishments (university) as the students already know the Russian language, instruction is conducted both in the Russian and native languages.

Separate secondary schools for boys and girls were introduced in the big cities in order better to take into account the specific features in the physical training of the two sexes and also in view of the need to introduce some difference in preparing boys and girls for practical life. Soviet pedagogues and the Soviet educational system categorically rejects as utterly groundless the claims advanced by some bourgeois teachers and physiologists to the effect that the physical and mental development of men and women are less mathematically identical. Secondary schools for girls improve to their pupils the same general education as schools for boys. The program in general educational subjects is the same and graduates of both schools enjoy the same rights. Higher institutions of learning in all fields are equally accessible to both men and women as can be seen from the fact that women comprise 45 per cent of the total students body in the country's higher educational establishments.

3) The fact that schools and other educational institutions are administered by the State assures proper planning and territorial distribution of educational institutions and makes for their material security and stability. For uniformity of programs and continuity of studies, for state system of education best facilitates the exercise of their right to education by all citizens, eliminates the element of chance and enables the students from dependence on private individuals. In the USSR, schools are established and maintained by government agencies. This is true also of most of pre-school institutions and cultural educational institutions for adults; a smaller number of these are maintained by public or economic organizations (trade unions, collective farms, etc.) but their activities are guided by public educational agencies.

Here is a brief outline of the system of administration of public education in the USSR.

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Review of

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Contents are based on official or diplomatic sources.

The Ministry of Higher Education of the USSR has charge of institutions of higher learning. Pre-school institutions, general schools and extra-curricular children's institutions are under the jurisdiction of the public education ministries in each Union republic. Cultural and educational institutions for adults (university, clubs, lecture and auditoriums, museums) are under the jurisdiction of the committees for cultural and educational institutions under the Council of Ministers of each Union republic.

Secondary professional schools come within the competence of the respective ministries. For example, pedagogical schools, which train elementary school teachers are under the jurisdiction of the respective ministries of public education. Technical schools are under the jurisdiction of the respective branches of industry and agriculture. Medical schools, which train doctors, assistants and midwives are subordinated to the Ministry of Health. General guidance of studies in the secondary professional schools is concentrated in the Ministry of Higher Education of the USSR.

The training of skilled workers is guided by the Ministry of Labor Reserves of the USSR. The system of administering the various links of the educational system described above has come into being as a result of the development of the Soviet Union. The educational institutions in the country are distributed uniformly in the time take into account the national and local specific requirements (the pre-school institutions, general schools and extra-curricular children's institutions are under the jurisdiction of the education ministries in each Union republic and the cultural and educational institutions for adults are under special committees set up in each Republic).

Prior to the October Revolution, the system of administering the various links of the educational system described above has come into being as a result of the development of the Soviet Union. The educational institutions in the country are distributed uniformly in the time take into account the national and local specific requirements (the pre-school institutions, general schools and extra-curricular children's institutions are under the jurisdiction of the education ministries in each Union republic and the cultural and educational institutions for adults are under special committees set up in each Republic).

At present, all Soviet republics have ramified networks of institutions catering to children even before they are enrolled in kindergartens, such as nurseries, homes for mother and child, children's consultation centers. These come within the competence of the respective ministries of public education. The Soviet Union has a large number of kindergartens, which cater to children from the age of three to seven years. The children most part at large kindergartens and nurseries, but there are also kindergartens and nurseries who work at factories and offices may if they wish, keep their children at a nursery while they are at work.

Caring for children from the age of three to seven years is the function of the year-round and playgrounds. Kindergarten function the year-round and playgrounds only for several months (on collective farms, for example, during the summer months). The children between the ages of three and seven who have not yet entered a kindergarten are pre-school children's homes, where orphans receive full maintenance at the expense of the State. The most widespread type of pre-school institution is the kindergarten. Together with playgrounds, kindergartens accommodate close to five million children. The placing of children in kindergartens or playgrounds is purely voluntary and fully depends on the wishes of the parents.

As a rule, children are kept in the kindergarten for nine or ten hours a day, which enables mothers to work at a factory or office for eight hours to leave the child for the entire shift and call for it at the end of the work-day. There are also kindergartens where children are kept day and night (except freedays). This is done for children whose parents work on the night shifts and who have no opportunity of leaving them at home with some one else.

In the elementary schools are: native language (reading and writing) and in the non-Russian schools also Russian language (reading and writing), arithmetic, natural science, geography and history, drawing, singing and physical culture. The seven-grade (or junior secondary) school caters to children between the ages of seven and fourteen. In towns and workers' settlements, attendance in this school is compulsory for children of both sexes. Tuition is free of charge. The course of studies in the school fully coincides with the first seven grades in the secondary school. In the four-grade school, the subjects taught in the fifth, sixth and seventh grades include: native language and literature (in non-Russian schools also Russian), arithmetic, algebra, and geometry, the Constitution of the USSR, geography, physics, chemistry, foreign language, physical training, drawing, etc. Those who finish four grades have to pass examinations in the elementary school course; upon completing the seventh grade, pupils have to pass their graduation examination. The secondary school has a ten-year term of study. Those who graduate from junior-secondary school in the eighth grade, the subjects taught in the eighth, ninth and tenth grades are: Russian language and literature, algebra, geometry, and trigonometry, natural science, history, geography, physics, chemistry, astronomy, foreign language, physical training and drawing. In recent years, the study of logic and psychology has also been introduced in the secondary school. The secondary school also provides for girls an eleventh year, a pedagogical class training teachers for elementary schools.

In 1943, during the war, special schools to enable young workers who, owing to hostilities were unable to acquire a full junior or secondary education, to continue their studies were established. Those schools offer either a junior secondary or secondary education. Studies in these schools are co-educational and young men and women benefit from the same curriculum. The schools are organized in the countryside to enable the village youth engaged in farming to acquire a seven-year education. Those who are graduated from schools for the working and peasant youth are required to pass the usual examinations and they have the same rights as those who are graduated from the general junior secondary or secondary schools. There is no charge.

Special schools named after Suvorov, named Russian army of the Revolution, and Admiral Nakhimov, named after the Sevastopol defense, are organized with a view of providing maintenance and education to the children of army men, guerrillas, workers and collective farmers who had perished at the hands of German invaders. These schools train future army and naval officers and give their pupils a complete secondary education.

Higher education has likewise made seven-grade studies. Before the Revolution in 1914 there were 91 higher educational establishments with a total enrollment of 112,000 students (including a substantial number of institutions for women). By 1943, the number of higher educational establishments had increased to 1,200, with a total enrollment of 1,200,000 students. In 1946 the USSR had 792 institutions of higher learning with a student body of 653,000. As early as 1939 the USSR had more higher educational institutions and a greater enrollment than 22 countries of Western Europe and Japan together.

The tasks of higher educational establishments are: 1. Training of highly qualified specialists for all fields of endeavor; 2. scientific research to facilitate the solution of major problems of socialist upbuilding and 3. popularization of scientific and technical knowledge and the latest achievements of science and engineering among the broad masses. Before the Revolution Russia's higher institutions of learning catered primarily to the youth of the privileged classes - children of the landlords, the bourgeoisie, government officials and the clergy. After the Revolution the higher schools became accessible to children of workers and peasants (in 1938 they comprised 55.6 per cent of the total student body). Before the Revolution vast areas in the country were completely devoid of higher educational institutions. Central Asia or Eastern Siberia did not have a single higher educational establishment. At present each Union Republic has its own university and tens of other higher schools. In 1941 the RSFSR had 470 higher schools, the Ukrainian Republic—166, Uzbekistan—36, Kazakhstan—20, Georgia—21, etc.

Universities are headed by rectors and institutes, by directors, and are organized by the Ministry of Higher Education. Each higher educational institution has a faculty consisting of the rector or director (chairman of the council), several professors, senior assistants of the public organizations (trade union, etc.) at the higher school.

At the end of each semester students are required to pass definite examinations and tests. The end of the academic year when a student passes all tests and examinations for the given term he is transferred to the next term. Students are required to pass state examinations upon graduation (usually four or five subjects) while students in technical institutes are required to defend the diploma thesis and upon graduation receive a diploma (engineer, agronomist, secondary school teacher, physician, etc.). The methods and forms of study in Soviet higher educational establishments are as follows: 1. Lecture; 2. Reading assignments; 3. Laboratory work; 4. Practical work (at factory, hospital, school, etc.); 5. Work on diploma theses.

Students who make good progress in their studies, are those in the majority, are given state scholarship. Out-of-town students are provided accommodations in hostels. Students are given certain privileges in libraries and when visiting museums, exhibitions, etc.

Those who graduate from a higher institution of learning with honors, should they display ability and interest in scientific research, may take a post-graduate course preparing them for scientific activity or teaching in higher institutions. The post-graduate course is a special examination required to pass special examinations for several years in their respective fields. The university and large institute, as well as scientific research institutes and academies have post-graduate courses. During the first two years the post-graduate receives a thorough scientific grounding in his field and during the third year he completes his dissertation for the degree of candidate of science (in his field). Upon receiving the degree and post-graduate is entitled to teach in higher school. In addition to several years of post-graduate study, the post-graduate may also defend his doctorate dissertation. The post-graduate may also defend his doctorate dissertation to some major scientific problem.

The USSR has no equal among any other countries in regard to the great diversity of extra-curricular institutions and the large funds spent on this work by the State. The establishment of these institutions and their well-organized activities are a good index to the tremendous concern the Soviet Government displays for the upbuilding of the young generation.

To meet the cultural requirements of the adult population, thousands of thousands of cultural and educational institutions have been set up throughout the land, both in towns and countryside. These include: 1. Club institutions (houses of culture, houses of culture, workers' clubs, village clubs, village reading rooms, part of culture and rest, etc.); 2. Libraries (historical, regional, town district, rural, etc.); 3. Museums (historical, memorial, etc.); 4. Scientific and technical, agricultural, etc.); 5. Libraries (historical, regional, town district, rural, etc.); 6. Libraries (historical, memorial, etc.); 7. Libraries (historical, regional, town district, rural, etc.); 8. Libraries (historical, memorial, etc.); 9. Libraries (historical, regional, town district, rural, etc.); 10. Libraries (historical, memorial, etc.); 11. Libraries (historical, regional, town district, rural, etc.); 12. Libraries (historical, memorial, etc.); 13. 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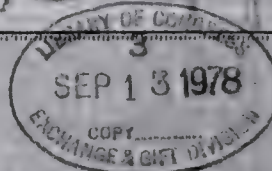
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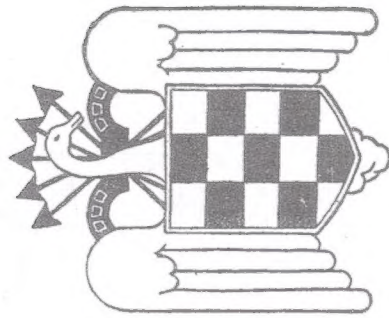


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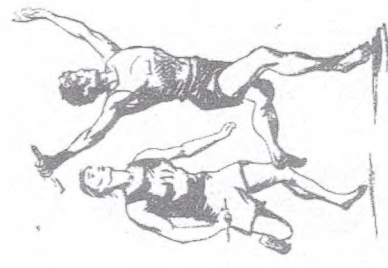


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